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ABSTRACT

The Continuous Professional Development Program (CPDP) is a consortium of educators from Auburn University, ten public school districts, and the Alabama State Department of Education. The purpose of the CPDP is to work cooperatively toward the improvement of teacher education at both the pre-service and in-service levels. The agencies in the Consortium through cooperative efforts have assessed the educational needs, developed, field-tested, and implemented new programs, and evaluated these programs. As an outcome of these efforts, programs now include: (1) diversified, extended, and practical laboratory and field experiences for undergraduate students; (2) inservice participatory workshops; (3) additional training experiences in the teaching of reading at the elementary, secondary, and inservice levels; (4) greater emphasis on preservice and inservice training in implementing diagnostic teaching, including experiences in development of teacher-made materials, use of humanistic classroom management, and use of a variety of techniques for evaluation of learning and instruction; (5) movement toward competency based programs; and (6) emphasis on human relations skills. (Authors/JD)

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Summary of the Continuous Professional Development Program Auburn Consortium

The Continuous Professional Development Program (CPDP) is a consortium of educators from Auburn University, ten public school districts, and the Alabama State Department of Education. The purpose of the CPDP is to work cooperatively toward the improvement of teacher education at both the pre-service and in-service levels. The group believes that professional development of educators is: (1) continuous from career choice to retirement; (2) the joint responsibility of all agencies involved; and (3) best accomplished through joint efforts in feedback, evaluation, and training.

The Auburn Consortium of the CPDP has been operational since October, 1973. During this time the agencies through cooperative efforts have assessed pre-service and in-service needs; have developed, field-tested, and implemented new programs; and have evaluated the practical and perceptive aspects of these programs. As an outcome of these efforts, programs now include: (1) new, diversified, extended, and more practical laboratory and field experiences for undergraduate students in education; (2) in-service activities which are participatory workshops; (3) additional training experiences in the teaching of reading at the elementary, secondary, and in-service levels; (4) greater emphasis on pre-service and in-service training in implementing diagnostic/prescriptive teaching including additional experiences in development of teacher-made materials, use of humanistic classroom management, and use of a variety of techniques for evaluation of learning and instruction; (5) movement toward competency-based programs at the pre-service, graduate, and in-service levels; and (6) greater emphasis on human relations skills.

Current data relative to cognitive growth, practical applicability, and affective impact indicate that participants are successfully learning and are much more satisfied with their programs than they were previously.

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Auburn's Continuous Professional Development Program

A. Description and Development of the Program. The Continuous Professional Development Program (CPDP) evolved from a set of resolutions passed by the Alabama State Board of Education on January 25, 1972. The intention of these resolutions was to improve the quality of education by increasing the competence of educators. Specific resolutions called for: (1) the improvement of required staff development programs for all certified personnel; (2) the establishment of competency-based education at the pre-service and in-service levels; (3) the improvement of cooperative efforts among educational agencies; (4) the performance evaluation of graduates of schools of education; (5) the establishment of the first year of teaching as an internship year; and (6) the expansion of research in solving problems in education.

In the fall of 1973 representatives of the Auburn University School of Education, ten public school districts, and the Alabama State Department of Education formed a consortium to establish appropriate procedures and engage personnel to implement the State Board resolutions. This group first began implementation of the CPDP as a two year pilot study.

During these two years, the CPDP developed a viable governance structure, procedures for communications among agencies, evaluation/feedback processes, procedures for implementing change at the pre-service and in-service levels, and began implementing new pre-service/in-service training procedures.

Since 1974, the CPDP has become a full-fledged and integral facet for training, evaluation, and feedback throughout the agencies of the consortium.

B. Objectives and Goals. The major objective of the CPDP is "the enhancement of successful performance of practitioners in education by improving the quality of teacher education at both the pre-service and in-service levels." In order to fulfill this goal, the CPDP is designed to accomplish four basic tasks: (1) to assist local school districts in planning and implementing professional development

programs; (2) to utilize knowledge and experience gained from the implementation of the program as resources for the improvement of teacher education programs at Auburn University; (3) to make available to first year personnel professional services designed to enhance the probability of successful role performance; and (4) to develop a viable model for assisting the Alabama State Department of Education, teacher preparation institutions, and public school districts in effectively implementing similar cooperative consortia.

The CPDP participants believe that achievement of these goals can best be accomplished through the joint efforts of all agencies involved. Thus, pre-service and in-service education have become a continuous developmental process with representatives from all agencies participating at all levels of training.

It is difficult at this point in time to define the area of greatest impact of the CPDP. During the two pilot years, major emphasis was placed on developing better in-service education programs. In order to accomplish this goal, a survey of needs of public school personnel was conducted. Participants included public school teachers and administrators as well as University and State Department of Education personnel. Based on these needs professional development programs were initiated at the individual, school, system, and consortium levels. Activities included in the ongoing in-service programs take the form of participatory workshops designed specifically to meet the professional objectives of the personnel involved. A teacher center for improving skills in the individualization of instruction has also been developed for use by the CPDP educators. Management, coordination, and updating of surveys are handled through the central office staff of the CPDP.

One outgrowth of improved in-service has been the heavy, active participation of University faculty on-site in the public school districts. Another outcome was the joint definition of needed improvements in the University's pre-service training program. These two factors have led to a second major impact, that of extensive program revision in the School of Education during the second two years of the

CPDP's operation. Changes currently operational include additional offerings in: (1) teaching of reading at both the elementary and secondary levels; (2) development of teacher-made materials; (3) use of media as an instructional aid; (4) humanistic techniques of classroom management; (5) techniques of cognitive and affective evaluation of learning and instruction; and (6) practice in human relations skills.

After validating the appropriateness and practicality of the teacher center for improving individualized instruction with public school educators, the center was modified for use in the undergraduate training program. It was used experimentally with selected groups of students, revised again, and is currently used as a training experience for all undergraduate students in the basic educational psychology course.

Other improvements tied to CPDP and currently being used in the School of Education include additional module experiences for both elementary and secondary education majors and the revised, expanded, and diversified field experiences. In this latter effort the ten public school districts have been instrumental in providing guidance and assistance in development of the program.

Another innovation underway is the development of a special middle school program which utilizes the personnel and facilities of both the University and one of the public school districts of the CPDP.

A third area of impact is the improved relationships among the three agencies involved. Not only is the CPDP a truly cooperative, parity-based operation but its members are constantly expanding their involvement and mutually dependent responsibilities. Currently underway is a jointly funded and operated media center. A joint purchasing operation is also in the planning stages and will get underway as of January, 1977.

The last currently known impact of the CPDP is at the state level. Much data gained through the CPDP operation are being utilized in the revision of state

certification and program approval requirements. There have also been eight additional consortia for Right to Read established in Alabama using the CPDP as their basic organizational model. It is expected (and supported by the State Superintendent) that the CPDP model will become the in-service/pre-service model for the state in the near future.

C. Personnel Involved. Personnel who have been involved in the CPDP operations and activities to date include approximately: (1) 1900 public school teachers from the ten districts; (2) 125 public school administrators from the ten districts; (3) 175 faculty of the Auburn University School of Education; (4) 3500 students of the Auburn University School of Education; (5) 10 joint appointees employed concurrently by Auburn University and each of the ten districts; (6) 4 advisors from the State Department of Education; (7) 3 professional central office staff of the CPDP (currently); and (8) 1 secretary of the CPDP. Total number of personnel each year averages 5718.

D. Budget. During the pilot years 1973-75, the CPDP was supported by a grant from the Alabama State Legislature. In 1973-74, the State made direct grants to the University, each of the ten public school districts, and the State Department of Education. During 1974-75, the governing board of the CPDP organized a unified budget in which all monies granted to the consortium were pooled and were administered by the governing board. This board is composed of the ten local superintendents, the Dean of the Auburn University School of Education, and the State Superintendent. It is a one-man, one-vote board.

Approximate budget lines for each of these two years were: (1) managerial staff, $90,000; (2) field-based staff, $100,000; (3) operations (includes travel, consultant fees, communications, etc.), $150,000; and total, $340,000.

During the years 1975-77, the CPDP has been supported by local funds in cash and in-kind from the University and in in-kind services and personnel from the local school districts. The funds are still administered by the CPDP governing

board. Approximate current budget for 1976-77 is: (1) managerial staff (provided by Auburn University), $47,000; (2) in-service coordinators (provided by LEA's), $50,000; (3) operations (provided by AU), $25,500; (4) media funds (AU share, $5000; LEA share, approximately $.50 per student), $26,000; and total, $148,500.

E. Contribution to the Improvement of Teacher Education. Since 1973, the CPDP has accomplished several basic goals: (1) The governing board, unified budget, and operational concepts have proved to be workable as well as desirable. (2) Cooperatively planned and implemented staff development programs have been and are being conducted in and across the ten local school districts. These programs are based on expressed needs of teachers and are usually skill-oriented workshops that provide actual experience that will improve competence in the areas of need. Consultants for these workshops have been drawn mainly from the consortium --- State Department of Education personnel, University faculty, public school teachers and administrators --- but consultants from agencies outside the consortium membership have been employed when needed. (3) CPDP information relative to changes needed in the teacher preparation program at Auburn University has been synthesized and indicated changes are being implemented. Major changes thus far in the program have involved increased emphasis on competencies in the areas of reading, teacher-made materials, media, legal responsibilities of educators, human relations skills, classroom management, and evaluation skills. Many of these changes are being implemented not only in the classroom but also in the increased and more diversified field laboratory situations. (4) The State Department of Education has begun revising program approval procedures and certification requirements. These revisions are generally based on the development and findings of the CPDP. (5) Development of procedures for formative and summative evaluation of teacher education students and follow-up evaluation of graduates is under way. (6) Research in the areas of problem identification and solution at all levels of teacher

education has become more systematic. (7) The necessary components for an adaptable model that can be employed in other situations to establish cooperative, continuous professional development programs have been developed. (8) Cooperative media and purchasing systems are becoming operational. (9) An in-service teacher center and a pre-service teacher center have been developed and implemented. (10) A new middle school program is being cooperatively developed using CPDP resources.

Data collected relative to the affective impact of the CPDP indicate:

1. In-service (state-wide comparative survey including a random sample of 2400 educators). (a) Teachers from inside the consortium have a more favorable attitude about attending in-service than do teachers from outside ($p=0.02$). (b) Teachers from inside the consortium feel that the objectives of their in-service programs are more specific than do teachers from outside ($p=0.05$). (c) Teachers from inside the consortium feel that their in-service programs are more relevant to felt needs of teachers than do teachers from outside ($p=0.0001$). (d) Teachers from inside the consortium feel that their in-service programs are more well planned than do teachers from outside ($p=0.002$). (e) Teachers from inside the consortium feel that follow-up of in-service activities is more adequate than do teachers from outside ($p=0.0001$). (f) Teachers from inside the consortium feel that in-service programs arise from studies of teachers' needs and problems more often than do teachers from outside ($p=0.0001$). (g) Teachers from inside the consortium feel that orientation activities for new classroom teachers are more adequate than do teachers from outside ($p=0.0001$).

2. Pre-service (includes perceptions of students who have participated in both "old" and "new" course work in education). (a) I prefer new experiences to "regular" classes (yes = 90%). (b) I feel the new experiences are more practical than "regular" classes (yes = 93%). (c) I feel I learn more in the new experiences than I do in "regular" classes (yes = 89%). (d) I want to participate in more new

experiences (yes = 90%). (e) I would like to teach as I am being taught in these new experiences (yes = 93%).

Responses of faculty currently involved in teaching courses including center experiences, modules, etc. are as enthusiastic as are those of the students involved. Faculty have also expressed enthusiastic support of University participation in in-service activities. They approve of a two fold task --- teaching in-service teachers new skills and refreshing their own knowledge about the current scene in public education as an aid to improvement of their University offerings.

State Department of Education approval and enthusiasm are evidenced by their participation in the CPDP, their use of CPDP findings in certification and program approval revisions, and their adoption of the CPDP model for other consortia across the state.

F. Evaluation Methods and Results. Evaluation methods and results, other than those perceptual findings indicated in Section E, have included needs assessments, self reports and observations relative to implementation of skills learned in in-service activities, and cognitive tests of pre-service student learning.

Each year the ten public school districts of the CPDP survey professional growth needs as a basis for developing individual, school, system, and consortium in-service activities. One basis for judging effectiveness of the in-service programs conducted by the CPDP is change data relative to these need surveys. Data indicate that over time those teachers who initially identified a particular need as first priority and who have participated in activities designed to alleviate that need have either lowered its priority or eliminated it from their lists.

Self reports supplied by in-service participants indicate overwhelmingly that they either are using or feel they will be able to use skills gained in in-service in their classrooms.

Observations by supervisors and other CPDP field personnel generally show the validity of the self reports. Building principals, in particular, indicate that

their faculties' participation in CPDP activities is evidenced by increased competence on the job.

Cognitive tests at the pre-service level indicate that the new experiences in which students are participating do result in increased learning (as well as improved affect mentioned in Section E). In one study which compared random groups of students at the sophomore and junior levels, learning in revised experience conditions was compared to learning in "regular" conditions. Content and time were the same for both groups. Pretest scores over content were not different ($p=0.427$); however, post test scores and gain scores were significantly different ($p=0.019$ and $p=0.001$) and favored those students in the revised experiences.